

Virtual Course Student Workbook



Historic preservation specialists using traditional materials and techniques to maintain the centuries old adobe structures at Tumacacori National Historical Park, Arizona (NPS, 2016).



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Course Introduction

Welcome to Historic Preservation Fundamentals (HPF). HPF is a six-week virtual course for learning about the significance of historic properties and the value of preserving them. Through a series of interactive independent study, group activities, and virtual classroom discussions you will explore and gain knowledge and skill in: understanding the importance of historic properties; distinguishing the qualities of historic properties that make them significant and help to communicate history; making decisions about doing work on historic properties to help preserve them; and, establishing a baseline vocabulary of professional historic preservation terminology.

Learning Outcomes

After completing Historic Preservation Fundamentals, you will be able to:

- Understand that places can have meaning and convey history and associated information.
- Identify criteria used when determining property significance.
- Consider a property's ability to convey its significance.
- Recognize and describe important historic characteristics and features of a property.
- Describe and identify four professionally recognized standards for the treatment of historic properties.
- Refer to documents that provide information and guide work on historic properties.
- Use professional historic preservation terminology relevant to historic property stewardship.

Technology

This class is virtual. Your weekly learning will take place individually and with your group in the online Common Learning Portal (CLP). You will reflect on the content in this student workbook, participate in small group activities, and attend the weekly virtual live sessions. Please make sure you have regular access to internet, audio and video connections, and the following technologies:

- CLP: Historic Preservation Fundamental Learning Series
- Webex: We will use Webex as the virtual class platform. You will be given instructions on how to access and use Webex during orientation week.

You will be provided a link to access the online course materials. If you experience any difficulties with internet access or your laptop/PC, please reach out to the course instructor and/or your direct leader or manager.

Course Flow

This course is organized by weekly individual and small group activities leading up to a whole-class, virtual, live classroom where you will have the opportunity to discuss what you have learned, share your opinions, and ask questions. Each live session will be 1-1/2 to 2 hours, and you will need about 4-hours for independent and small group learning activities per week.



See below for a sample of what your week may look like:

Monday	Tuesday	Wednesday	Thursday	Friday
		Orientation Virtual Class	Dive into CLP for Significance content – complete Self-Paced Learning Activity.	Watch and complete Wapama Video Activity Optional Office Hours

Monday	Tuesday	Wednesday	Thursday	Friday
Learn about your group case study and complete individual questions.	Meet with Buddy Group to apply what you've learned to your assigned property in the Case Study Activity	Significance Virtual Class		

Learning Types

Activity Name	Description
HPF Student Workbook	Look for the symbols through this workbook that will tell you if the page is an <ul style="list-style-type: none"> • Individual Activity • a Buddy Group Activity Some pages are for you to take notes in the Virtual Classroom. You will be guided to these pages during the Virtual Classes.
CLP Learning Activity	The online Learning Activities introduce concepts and information about historic preservation. Completing the CLP Learning Activities is crucial to prepare yourself for the other activities and the live classroom session.
Video Activity	Watch and respond to the Wapama Sailing Schooner Video Series.
Buddy Group Activity	Explore a historic property case study individually and then share and discuss with your buddy group.
Virtual Live Classroom	Review self-paced learning, group share out case study work, exploration, discussion, and questions.



Independent Expectations

Parts of this course will be independent, meaning you will learn at your own pace to create connections with the material outside of the virtual classroom. You will be reflecting on the content in your workbook. You will receive your assignments via email and will have 1 week to complete the activities before the weekly live classroom where you will be discussing what you learned with fellow students.

Buddy Group Activity Expectations

You are responsible for organizing weekly time with your group to complete learning activities. There are a variety of technologies you can use to meet with your group. During orientation, you will be establishing several group norms including schedule and communication. Below are some recommended technologies to use:

- Phone for voice and video
 - Facetime – if you all happen to be iPhone users, there is the facetime functionality if you would like to video chat
 - Whatsapp – free application that allows you to video chat with your group if you would prefer face to face
 - Google Hangouts
- Online for voice and video
 - Zoom
 - Skype
 - Microsoft Teams Meeting

Virtual Class Expectations

Virtual classes will be held at the end of each study week. The virtual classes will include assignments that are expected to be completed in class. You will not be prepared to attend the 3-day in-person class if you miss the virtual class sessions. Participation expectations for the virtual class are:

- Participation in all virtual classes; with video on.
- Coming to class prepared and engaging by asking questions and contributing to conversations.
- Reaching out to instructors, mentors and/or fellow students with questions, support and assistance if needed.

Where to Get Assistance

Besides assistance with the access and logistics of this course, there will be help and support from weekly office hours and your instructor and lead manager throughout the six weeks.

Instructor: Charlie Pepper

Email: Charlie_Pepper@partner.nps.gov

Phone: 617-680-3447

Week 1: Orientation



Donnie Pedrola, 48, (left) and Tom Gasko, 57, at their Rolla, Mo., vacuum repair shop and museum, in June. "Most people aren't that passionate about something," Pedrola says of Gasko's lifelong and prolific love for vacuum cleaners. (NPR 2019)



Learning Objectives for Week 1

- Meet the instructors and fellow participants
- Recognize why we save some things and not others
- Understand the course objectives and learner expectations
- Describe the course structure and know where to access materials and information
- Know how to contact each person in your Buddy Group and the course instructor(s)

Getting Ready for Week 1: Orientation

Below is a checklist as a reminder:

- ☐ Log into CLP
- ☐ Review the Knowledge Page
- ☐ Download the Syllabus
- ☐ Download the Student Workbook
- ☐ Locate the link to recurring Virtual Class (Webex)
- ☐ Email "Favorite Thing" photo to instructor



Historic Preservation Fundamentals – Virtual Course

Week One – Orientation Classroom Session

Favorite Things – Podcast Transcript

'You Get Swept Up': A Story Of Love, Passion — And Vacuum Cleaners

Sep 06, 2019 by Kelly Moffitt, Heidi Glenn

Audio produced for Morning Edition by Kelly Moffitt.

StoryCorps is a national nonprofit that gives people the chance to interview friends and loved ones about their lives. These conversations are archived at the American Folklife Center at the Library of Congress, allowing participants to leave a legacy for future generations. Learn more, including how to interview someone in your life, at [StoryCorps.org](https://www.storycorps.org).

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Tom Gasko loves vacuum cleaners. He not only repairs them, he has a collection of hundreds of vintage and modern models, which are on display in a museum and repair shop in Rolla, Mo.

His fascination with vacuums began young. As a toddler, with his mother's Rainbow cleaner. At 6, he began repairing his neighbors' broken vacuums.

"I learned to read from my mother's vacuum cleaner instruction book. That was the book I wanted her to read to me," Gasko tells his husband, Donnie Pedrola, at StoryCorps.

When they first got together in 2013, Pedrola was a vacuum novice. But that part of Gasko has rubbed off on him, and now Pedrola takes pride in knowing Electroluxes and Hoovers from Dirt Devils and Kirby's on the tours he gives at the museum.

"The night you came over for our very first date, I think we probably talked for four or five hours about the different designs of vacuums," Gasko says. "I would eventually start showing you the old ones that were in the garage. That's when you thought I was crazy."

"Definitely. I had never heard of anybody collecting vacuums before," Pedrola says. "And a collection, to me, is 50-60, not 600-700."

Pedrola recognizes that Gasko's passion makes him special.

"My life is totally different now. I see things differently, I view people differently," Pedrola says. "You get so excited about the simplest things."

"And you get swept up into it," Gasko says.

"The day that I pass, you know, after you cremate me, I want you to take my favorite vacuum — the Airway — and I want you to vacuum my ashes up into it," he tells Pedrola. "I want to spend eternity in that Airway vacuum cleaner."

"OK," Pedrola says. "Cause you know I love you."

"Well, and you never met anybody in your life like me," Gasko says.



Favorite Things – Worksheet

Each of us associate importance to objects and places that are personally meaningful to us. However, what is appealing to one person, may not be to another. You shared an image of your meaningful object with the instructor; use this space to describe that object. In addition, use the lower part of the form to take notes as others in the class share information about their meaningful objects; be sure to “identify two” objects, other than your own, that you think are worthy of saving. We’ll then group-up and discuss everyone’s input.

Your Object			
What is it?			
Why is it meaningful to you?			
What could this object tell someone else about you?			
Why could your object be meaningful to others?			
Others’ Objects			
Participant’s Name	Notes about their object	✓ Identify two you find “worthy” of saving	Why?



Group Contact Information – Worksheet

Use this worksheet to collect contact information for each person in your Group and their preferred way of communicating. Identify one person in your group as the Lead and one person as the Alternate Lead for each week of the course. On the bottom of the form identify a method to use for hosting your private Group meetings.

Create a Group Name:			
Group Participants			
Name	Contact Information		Communication Preference (✓)
	Phone/Text		
	Email		
	Phone/Text		
	Email		
	Phone/Text		
	Email		
	Phone/Text		
	Email		
	Phone/Text		
	Email		
	Phone/Text		
	Email		
	Phone/Text		
	Email		

Weekly Group Lead and Alternate Lead		
The Lead schedules group meetings, coordinates contact/communication with group participants, presents group responses during virtual classroom sessions, and delegates additional course/group tasks to other participants as needed. Alternate Lead steps-in if Lead becomes unavailable.		
Week	Lead Name	Alternate Lead Name
2		
3		
4		
5		
6		

Method for Group Meetings
Identify a method to use for your Group to privately get together and collectively work on course activities, preparing for share-outs to the full class, etc. Options you consider should support live video/audio and screen sharing such as Zoom, Microsoft Teams, Google Meet, Facebook Live, etc. Select a method that everyone in your group can access and use. Audio conference calls can be used if online options aren't possible for everyone your group.
Method Selected:



Week 2: Significance



The Statue of Liberty, designed and crafted in the late 1800s, commemorates the lasting friendship and commitment to freedom shared by the peoples of France and the United States.



Learning Outcomes for Week 2

- Explain “significance” as it relates to historic properties
- Describe why properties may be historically significant and “worthy of preservation”
- Analyze a property to evaluate its historic significance
- Define four National Register for Historic Places (NRHP) criteria used for evaluating property significance.

Getting Ready for Week 2: Significance

You have completed Orientation and are now entering the second week of Historic Property Fundamentals: Significance. As a reminder, your week is structured by:

- ☐ CLP Learning Activity
- ☐ Wapama Video Activity
- ☐ Case Study Buddy Activity with your assigned group from Orientation
- ☐ Virtual Live Session



Week 2 – Historic Property Significance – Common Learning Portal Activity

Personal Note Taking Form

Use this form to take your own personal notes on key ideas, concepts, terms, definitions, information, etc. that is of interest to you, as you engage in the Common Learning Portal learning activities about Historic Property Significance.

At the bottom of the page, jot down any questions you may have or information that you would like to further explore related to this topic. We can have conversations about those items during virtual classroom sessions and in “office hours” with the instructors.

Guiding Question: *What makes a place historically significant? Who gets to decide?*

Key Terms/Concepts	Notes, Ideas, Definitions
National Register of Historic Places	
Significance	
Criteria for evaluating significance:	
A. Events	
B. People	
C. Design/Construction	
D. Information	
Other:	
Questions	



Week 2 – The Wapama – Last of the Wooden Steam Schooners

First Impressions

Personal Note Taking Form

Use this form to take notes on the video of the Wapama. Jot down responses to the questions; we'll discuss them during the virtual classroom.

At the bottom of the page, write down any questions you may have or information that you would like to further explore related to this video. We can have conversations about those items during virtual classroom sessions and in "office hours" with the instructors.

Guiding Question: *What makes a place "worthy of preservation"?*

Notes, Ideas, Thoughts

What thoughts or feelings does the Wapama's story evoke for you?

Do you think the Wapama is worthy of preservation? Describe why or why not (Use the National Register of Historic Places "Criteria for Evaluation" in your considerations).

Based on what you've learned about the Wapama so far, what would you do with it? Why?

Where do you think the story is headed? Why?

Questions/Comments



Week 2 – Historic Property Significance – Case Study Personal Worksheet

Use this worksheet to evaluate the significance of your case study property based on the four criteria described by the National Register of Historic Places (NRHP). Explain why, or why not, each of the criteria apply to the property and prepare a summary of whether your group thinks the property is significant enough to be “worthy of preservation”. You will be using the information you discover to share with your group. Information on the NRHP criteria for evaluation of significance are provided on the next page.

Property Name (What is this property commonly called?)

Brief Overview (A sentence or two describing the property.)

Evaluate the property for each of the four criteria listed below

- Determine if you think the property is/isn't/maybe significant for each of the criterion
- Describe why the property is/isn't/maybe significant for each criterion
- Summarize your opinion of whether the property is “worthy of preservation” based on your review of all the criteria.

Criterion A: The property is associated with events significant to our nation’s history

Criterion B: The property is associated with lives of significant persons in our nation’s past

Criterion C: The property has distinctive characteristics of a type, period, or method of construction, or represents the work of a master, or has high artistic values

Criterion D: Has the property provided, or may it likely provide, information important in history or prehistory.

Based on your responses to the questions above, briefly summarize why you think the property is or is not historically significant and “worthy of preservation”



Week 2 – Historic Property Significance

Evaluating historical property significance

When determining whether a property is “worthy of preservation”, we need to consider its historic significance. The National Register of Historic Places uses four “Criteria” by which the historic significance of properties is evaluated. A property needs to meet one or more of these four criteria:

A. Properties that are associated with events that have made a significant contribution to our nation’s history.

Criterion A recognizes properties that are associated with one or more *events* important in our nation’s history. When applying Criterion A, properties can be considered historically significant if they are directly associated with one or more events that mark important moments, patterns, or trends in American pre-history or history including:

- a specific event that marks an important moment in American pre-history or history, such as the site of a decisive Civil War battle that occurred on a specific day;
- a pattern, continuum of events or a historic trend that made a significant contribution to the development of a community, a state, or the nation, such as a trail that was forged and used over several decades for western migration of settlers or ancient remains of dwellings that were constructed and used for centuries by indigenous peoples.

B. Properties that are associated with the lives of significant persons in our nation’s past.

Criterion B applies to properties that are associated with *people* who have made important contributions to our nation’s history. The individual(s) associated with the property must have made contributions that are demonstrably important to American history and can be clearly identified and documented. This criterion is generally applied to properties where the person(s) and their achievement(s) had a direct association with the place.

This criterion is applied to historic properties that are associated with a person’s productive life, reflecting the time period when they achieved significance. In some instances, this may be the person’s home; other examples include a person’s business, office, laboratory, landscape or studio that best represent their contribution(s).

C. Properties that have distinctive characteristics of a type, period, or method of construction, or represent the work of a master, or have high artistic values.

Criterion C applies to properties that are significant for their *design or construction*, including architecture, landscape architecture, engineering, artwork, craftsmanship, etc. To be considered historically significant under Criterion C, a property needs to meet at least one of the following:

- include a distinctive type, period or method of construction
- represent the work of a master
- have high artistic value
- represent a place where individual components may be unexceptional, but in combination, contribute to distinctive design and/or construction of the overall property

D. Properties that have provided, or may likely provide, information important in history or prehistory.

Criterion D applies to properties that have *physical characteristics and resources* such as artifacts, structural remains, or other natural or cultural features that make it possible to provide information related to answering important research questions and help to determine if a theory is true or false related to the historical record.

While Criterion D is most often applied when evaluating the historical significance of archaeological sites, it can also apply to buildings, structures, objects and sites that have provided, or are likely to provide important information. For example, a building or landscape could be historically significant under Criterion D if it exhibits a local construction or technique or practice that contributes to understanding how the availability of materials or expertise influenced the development or use of a property.



Week 2 – Historic Property Significance

Historic Property Significance - Case Study

Group Response Worksheet

Use this form to document your Team's collective decision(s) about the history and significance of the property you explored.

Property Name (What is this property commonly called?)

Brief Overview (A sentence or two describing the property.)

Group Response:

- Using the information from the worksheet you used individually, share input from each person in your group to respond to the questions below.
- Your Team Lead for this week will use the responses below for sharing your group's report-out to the full class during the upcoming virtual classroom session.

This property is significant and should be preserved because...

This property is significant and should be preserved but...

This property is significant and should be preserved so...



END OF PILOT